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ABSTRACT

This review of recent trends in Spanish education focuses on governmental attempts to update educational standards by extending the compulsory school-attendance age, by eradicating adult illiteracy, and by constructing new schools. The report points out that the expansion of Spanish economic programs has shifted educational objectives to emphasize vocational training and the development of vocational schools at all levels. Major chapters, illustrated by tables, include: (1) new trends in education, (2) administration of education, (3) financial aspects of education, (4) elementary education, (5) secondary education, (6) higher education, (7) teacher education, (8) adult education programs, (9) programs for American students in Spain, (10) a glossary of Spanish terms used in the text, and (11) selected references. (RL)

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Education in SPAIN

Educational Data

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New Trends in Education

THE SPANISH STATE with a population of approximately 31 million occupies an area of over 190,000 square miles of the Iberian peninsula in southwest Europe. Traditionally, the education system of Spain placed almost exclusive emphasis on the humanistic classical type of education. The growth of extreme class division within Spanish society led to the restriction of secondary and university education to the upper or middle classes, and to a great extent caused general disinterest among the Spanish people in problems of education. Even now, estimates of the Ministry of National Education indicate that over 12 percent of the 6- to 12-year age group, for whom elementary education is free and compulsory, do not attend school; of those in the 12–14 age group, 52 percent do not attend; and the percentage of secondary school and college age groups not regularly enrolled is still higher.

The Spanish Government however, is committed to a program of national education and is attempting to solve some of its educational problems. Various laws and orders from the Ministry of National Education call for the enforcement of the compulsory school law which has been extended to age 14; a program of new school construction is in operation; and a national campaign to eradicate illiteracy among adults by 1970 is under way. Due to the need for trained technicians, brought about by the expansion of Spanish economic programs, attention has shifted to vocational training and the development of vocational schools at all levels.

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Administration of Education

THE CORTES (Parliament) established by the Law of 1942 is the supreme organization in the Spanish State responsible for the preparation and enactment of laws. The Spanish Constitution is not drawn up in one single document, but consists of Basic Laws of the Kingdom. The principal laws in force relating to education include: the Primary Education Act of July 17, 1941; the Ministry of Education (Organization) Act of April 10, 1942; the University (Organization) Act of July 29, 1943; the Secondary Education Act of July 16, 1949; the Law of July 15, 1952, establishing the National Council of Education; the Law of 1957 regarding technical education; and the Law of April 1964 extending compulsory education to age 14.

At the national level, responsibility for the administration and control of education in Spain rests primarily with the Ministry of National Education *(Ministerio de Educación Nacional)*. Other ministries are responsible for certain types of specialized training, and some schools are connected with more than one ministry. The Minister of National Education *(Ministro de Educación Nacional)* is appointed and serves at the discretion of the Head of State, who is President of the Government. The Minister is directly responsible to the President and serves as an ex officio member of the *Cortes*.

The Ministry of National Education is made up of three main divisions:

1. Under Secretariat *(Subsecretaría)* which deals with administrative and cultural matters and has two sections:
   - Office of the Commissioner for School Welfare and Social Assistance *(Comisaría de Protección Escolar)* which is concerned with bursaries, school insurance, and teachers welfare.
   - Office of Commissioner for Cultural Extension *(Comisaría Extensión Cultural)*.
2. General Technical Secretariat *(Secretaría General Técnica)* which deals with technical planning and organization of education, statistics, documentations, publications, and international relations of the Ministry.

3. Directorates General of—

University education *(Dirección General de Enseñanza Universitaria).*

Secondary education *(Dirección General de Enseñanza Media).*

Technical education *(Dirección General de Enseñanza Técnica)* concerned with schools of commerce and engineering.

Vocational education *(Dirección General de Enseñanza Laboral)* responsible for the training for trades and occupations.

Elementary education *(Dirección General de Enseñanza Primaria)* concerned with elementary education and schools for training elementary school teachers.

Fine Arts *(Dirección General de Bellas Artes)* concerned with preservation and restoration of national arts and archeology, art education, promotion of art, and copyrights.

Archives and Libraries *(Dirección General de Archivos y Bibliotecas).*

Each Directorate General is responsible for schools of its type or level of education throughout the country. Offices of inspectorate of secondary education and inspectorate of elementary education are attached to the Ministry, and their inspectors visit schools to see that decisions of the Ministry are properly enforced. All university supervision rests with the university rectors. There is no university inspection at the State or national level.

Private schools come under Ministry of National Education control through official inspection required by law. There are three categories for private schools:

1. *Recognized schools,* which are approved by the inspectors and national Council of Education as being similar to public schools after meeting general requirements, such as proper teaching personnel and plant facilities.
2. *Subsidized schools,* which meet the general specified conditions for private schools, and in addition provide free instruction and receive financial aid from the State.
3. *Authorized schools,* which simply meet general requirements set by the Ministry for status as private schools.

Schools established exclusively for foreign children in Spain exist under the principle of reciprocity with the country from which the children come. The Roman Catholic Church regulates religious education in public and private schools, while the State regulates such matters as coordination of studies, examinations, plans of study, school aid, and validation of diplomas and degrees.

In the country's 50 provinces the administration of education at the provincial level rests with the heads of departments of the

Ministry, the University District Council, and the Provincial Education Council. The Provincial Education Council is under the chairmanship of the governor of the province, and consists of representatives of various school authorities and local political organizations. Administration at the local level is the responsibility of the municipal boards of education under the chairmanship of the mayor. The municipal board is composed of representatives of the municipal council, private schools, political organizations, the teaching profession, and parents. The provincial and local authorities, although subordinate to the central government administration and subject to its inspection, have certain functions in the implementation of legislation and directives relating to their areas, and submit to the Ministry proposals which, in their opinion, would improve education and culture in the local area with which they are concerned.

Financial Aspects of Education

PUBLIC EDUCATION in Spain is financed principally by the National Government through provision of the educational allotment in the general budget. Municipal and provincial governments provide some assistance. Private education, although self-supporting in principle, receives from the State amounts varying with the importance of the school concerned. As of 1965, an estimated 2 percent of Spain's total national income is spent on education.

The 1964 budget of the Ministry of National Education was set at $194 million, approximately 9.6 percent of the total national budget of over $2 billion. This amount does not include money spent for educational or cultural purposes by other government departments, such as the ministries of labor, armed forces, and public works; by local and municipal governments; and by private sources, such as church and trade union organizations. The Ministry of National Education budget represents about 83 percent of total public money spent on education. The 1964 education budget was distributed as follows: [1]

	Pesetas
General Services	1,261,000.000
Special Services:	
General Secretariat	77,300,000
Central Boards of—	
University education	879,400,000
Technical education	470,500,000
Secondary education	1,251,000,000
Workers' education	533,900,000
Elementary education	6,658,900,000
Fine arts	307,500,000
Archives and libraries	150,000,000
Miscellaneous	2,500,000
Total	**11,592,000,000**
	($194,000,000)

A law passed in July 1960 provides that certain income taxes be devoted to the National Fund for the Promotion of the Principle

[1] SOURCE: Ministerio de Educación Nacional, Secretaría General Técnica. *Spain: Educational Activities Progress during the 1963-64 Year.* Report to UNESCO/IBE 1964. p. 5.

of Equal Opportunity for All (PIO). In 1963-64 grants from the fund of approximately $33,600,000 were made to aid students in elementary, secondary, vocational, higher and graduate education, and for other educational purposes, at both state and private institutions. The elementary school grants were allocated for school canteens, clothing for needy students, summer camps, textbooks and materials, school transportation, and grants for adult literacy courses; at the secondary level, grants aided study in the general *bachillerato* (secondary), teacher-training, or commercial-school programs; the vocational education grants went to students in vocational or technical institutions at intermediate or higher levels; the higher education and graduate level grants were for university or graduate students, for the training of professors, and for scientific research. The miscellaneous amount under the National Fund was for such purposes as students' registration fees, insurance, interest-free loans to students (not on scholarships), maintenance of students' residences, and canteens.

Elementary Education

ELEMENTARY EDUCATION in Spain includes (1) preschool education *(período de iniciación)* for children 2 to 6 years of age; (2) basic elementary schooling *(período de enseñanza elemental)* for those 6 to 10; (3) a complementary course *(período de perfeccionamiento)* for children 10 to 14 years old. (Before the compulsory school attendance age was raised in 1964 from 12 to 14 years, the complementary course was 2 years in length for students 10 to 12 years old, and was followed by a prevocational course for students 12 to 14.)

Preschool Education

The first stage of the elementary school, or preschool education, provides the child with an introduction to formal education. It includes the nursery schools *(escuelas maternales)* for children 2 to 4 years of age, and the infant schools *(escuelas de párvulos)* for those 4 to 6 years old. These schools are part of the elementary system but attendance is optional. The law requires their establishment in densely populated industrial or agricultural areas to care for and to supervise children under 6 years of age whose mothers are away from home at work.

The official preschools under the Ministry of National Education receive their support from the State and charge no fees. Other preschools function through private support from trade organizations, women's organizations, municipalities, provincial councils, social, religious, or civic bodies. A large number of nonofficial schools do not charge fees and may be subsidized by the State. The authorities of the elementary school to which the nursery or infant school is attached have responsibility of immediate supervision and administration of the school.

There is no special division for preschool education within the Ministry of National Education, and inspectors of the Ministry visit and inspect all preschool establishments, including private schools not subsidized, regardless of the type of control.

Teachers at nursery and infant schools are all women and must be fully certified teachers. School mistresses in charge of the

schools must have passed a competitive examination open to women who have had at least 1 year of teaching experience on a permanent basis. Assistants under supervision of the regular teachers, commonly called *celadores* (monitors), help care for the children. All preschools provide light refreshments in the middle of the morning, and in those having several classes the school canteen serves a lunch.

Compulsory Elementary Schooling

The second and third stages of elementary education, comprising the basic elementary school and the complementary courses, are compulsory and free for children up to 14 years of age. The Law of April 29, 1964, extended compulsory education from age 12 to 14 for all children born in or after 1954. It is hoped by school authorities that the school-leaving age can be raised to 16 years in the near future. Upon completion of the basic elementary course at age 10, the student may take an examination for admission to secondary school.

If the student remains in elementary school and completes the third stage of elementary school (the complementary course) he is awarded the elementary school certificate *(certificado de estudios primarios generales)*. Under the compulsory school attendance law the student reaches this point at about age 14, after 8 years of schooling. Previously, he could have received the certificate at age 12 after 6 years of school attendance. The present law also provides that a student holding the elementary school certificate may by examination enter the third year of the *bachillerato* course of secondary education.

The curriculum of the second and third stages of elementary schools includes Spanish, arithmetic, history, geography, religious instruction, and physical education. (See table 1.)

The school year is divided into three terms. Generally, schools open about the middle of September and close at the end of June, but actual dates vary from province to province due to climatic differences. The first term is usually from September 15 to about December 22, with a holiday extending to January 8; the second term extends from January 8 to Easter, followed by a 2-week holiday; the third term ends with the close of the school year. City schools start at 9 o'clock while some village schools may not start until 10 o'clock. Classes are dismissed at 1 o'clock. They resume at 3 o'clock and last until 5 o'clock. The law does not limit the size of

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classes, but directives of the Ministry of National Education suggest the maximum number of pupils per class as 30 in graded schools and 50 in one-teacher schools. Elementary schools usually have separate classes for boys and girls.

TABLE 1.—Curriculum of elementary schools and hours per week, by subject and course

[..... indicates that source did not show data]

Subject	Year Age	Basic elementary course				Complementary course			
		I 6	II 7	III 8	IV 9	V 10	VI 11	VII 12	VIII 13
		Hours per week							
Total		30	30	30½	31	31	32½	32½	32½
Reading		5	4	3	2	2	1	1	1
Writing		4	4	4	3	2	2	1	1
Religious instruction		2	2	2	2	2	2	3	3
History and social studies		1	2	2	4–3	4–3	4–3	4–3	4–3
Geography		.....	.....	1	2–1	2	2	2	2
Language and literature		2	2	2	2	3	3	3	3
Science		1	1	2–1	2	3	3	3	3
Physical education		4	4	3	3	3	3	3	3
Drawing and handwork		4	4	3	3	3–2	2	3	2
Music		2	2	2	1	1	1	1	1
Domestic science		.....	.....	1	2	2	3	3	3
Practical work and workshop		.....	.....	.....	.....	.....	2	2	2
Arithmetic		5	5	6	6	5	5	4	5

SOURCE: UNESCO and International Bureau of Education, *Preparation and Issuing of the Primary School Curriculum.* Paris/Geneva: the Organization/the Bureau, 1958. p. 183.

The total enrollment in elementary schools and the number of boys and girls enrolled in 1962–63 follows: [1]

Total	3,452,670
Boys	1,705,619
Girls	1,747,051

Elementary school enrollment totals by type of school and the percent of total enrollment were reported for 1962–63 as follows: [2]

Type of School	*Enrollment*	*Percent of total*
State	2,543,217	73.8
Church	637,164	18.5
Private	273,291	7.7

[1] SOURCE: Presidencia del Gobierno Instituto Nacional de Estadisticas. *Anuario Estadistica de España Año* XXXIX. March 1964. p. 337.

[2] *Ibid.*, p. 337.

Secondary Education

SECONDARY EDUCATION in Spain covers the following types:

1. General secondary education *(enseñanza media)*, which leads to admission to universities or other institutions of higher education.
2. Vocational programs, including (a) vocational high school education *(enseñanza laboral)* providing general and technical study, which may lead to higher technical training; (b) so-called "labor universities" *(universidades laborales)* under the Ministry of Labor; (c) vocational training schools *(formación profesional industrial)*; (d) technical schools *(escuelas técnicas de grado medio)*.
3. Other special training, such as elementary teacher-training schools, schools of commerce, schools of fine arts, schools of physical education.

The supervision of secondary education is under the directorates general of the Ministry of National Education dealing with general secondary education, vocational education, elementary education, and fine arts. Inspectors of each of these offices supervise the work of the secondary schools. The school year usually extends from October 1 to the end of June.

Secondary education is not free. The fees charged at official schools are relatively modest, but cover only part of the cost of the schools. Private schools charge fees as necessary to cover the cost of their operations. All official secondary schools must provide a certain number of free places, about 5 to 12 percent of their enrollments. Private schools must also accept from 5 to 15 percent of their enrollments as "free" students, depending upon the aid the school receives from the Ministry, as well as the level and type of training offered.

General Secondary Education

Some elements of elementary education, and at the high school level, are provided at 7-year government schools known as *institutos de enseñanza media*, and at private or church-operated *colegios*. Students usually enter either type of school by examination, at approximately 10 years of age. The entrance examination is not required when the student holds the elementary school certificate,

has received his elementary education in a preparatory school (attached to a secondary school), or has previously passed an entrance examination of an institution at the same or higher level.

The general secondary program is 7 years in length and consists of three cycles: (1) lower *bachillerato* course of 4 years (junior high level) leading to the examination for the *bachillerato elemental;* (2) upper *bachillerato* course of 2 years which leads to the examination for the *bachillerato superior;* (3) the *curso preuniversitario* of 1 year for those students who wish to complete a full secondary school program in order to enter a university or other type of higher education.

The lower program includes the subjects common for all students. (See table 2.) At the completion of the lower course the student may continue to the upper program, or enter one of the other types of secondary education programs: schools of fine arts *(escuelas de bellas artes),* schools of physical education *(escuelas de educación fisica),* commercial schools *(escuelas de commercio),* or elementary teacher-training schools *(escuelas del magisterio).* The lower *bachillerato* is a requirement for many routine or lower level clerical office jobs. The upper *bachillerato* course has two sections, science and letters, and includes common curriculum subjects, also special subjects pertaining to the section in which the student enrolled. The *curso preuniversitario* is also made up of a group of common subjects and special subjects related to the section selected by the student.

A decree of May 1963 set up the National Center of Secondary Education by Radio and Television. Its function is to prepare programs for the three cycles of general education, the lower *bachillerato,* upper *bachillerato,* and *curso preuniversitario,* based on the regular syllabus which includes special lessons and lectures by qualified teachers. The secondary certificate, the *bachillerato,* is also offered by radio. The lessons are recorded and broadcast over 120 stations, and *Television Español* programs one-half hour lessons twice a week. A decree of March 1964 provided for examination of the radio students at official secondary schools. In 1964, approximately 20,000 students followed courses by radio under control of official secondary schools.

Because they are unable to pay regular school fees or there is no secondary school near their homes, over 200,000 "independent" students *(estudiantes libres)* do not attend a regular secondary school but pursue their studies independently at nonrecognized schools. In some instances, they receive tutoring in the more difficult or complicated subjects. They take the annual examina-

TABLE 2.—General secondary school curriculum and number of hours per week, by subject and cycle[1]

[..... indicates that source did not show data]

Subjects	Year.....	First cycle (lower *bachillerato*)				Second cycle (upper *bachillerato*)				Third cycle (*preuniversitario*)	
	Age.....	I 10	II 11	III 12	IV 13	V 14		VI 15		VII 16	
		Hours per week									
Total		**32**	**32**	**31**	**32**	Literature **31**	Science **31**	Literature **32**	Science **33**	Literature **25**	Science **25**
Spanish		6	6	.....	3	.....	.....	6	6	2	2
Modern language		.....	6	4	1	3	3	1	1	6	6
Latin		.....	.....	6	3	10	.....	7	.....	12	.....
Philosophy		.....	.....	.....	.....	.....	.....	6	6	3	3
History		.....	.....	.....	6	.....	.....	3	3		
Religious instruction and civics		3	3	3	3	3	3	3	3		
Geography		6	4	.....	.....	.....	.....	.....	.....	2	2
Natural science		2	2	7	.....	7	7	.....	.....	.....	3
Mathematics		6	3	3	3	.....	6	.....	3	.....	6
Physics and chemistry		.....	.....	.....	7	.....	4	.....	5	.....	3
Drawing		3	2	2	.....	2	2	.....	.....	.....	.....
Physical education		6	6	6	6	6	6	6	6	.....	.....

SOURCE OF DATA: Adapted from UNESCO/IBE *Preparation of General Secondary School Curricula.* Paris/Geneva: The Organization/the Bureau. 1960. p. 378.

1 Based on Decree of 1957 on secondary school curriculum which is still in effect.

tions at official secondary schools, and those who pass are entitled to receive the regular secondary school certificate, the *bachillerato*.

The following [1] shows the total enrollment in general secondary schools in 1962–63 and the number of boys and girls enrolled:

Total	622,872
Boys	380,658
Girls	242,214

General secondary school enrollment by type of school and the percent of total enrollment for 1962–63 follows:

Type of school	*Enrollment*	*Percent of total enrollment*
State or official	114,263	18.4
Church	219,956	35.3
Private	58,296	9.4
Independent students	230,387	36.9

Vocational Programs

Vocational high school programs *(enseñanza laboral)* are a recent development in Spanish education which provide general education as well as vocational training. These programs are offered in State-operated "labor universities" *(institutos laborales)*, or private vocational schools. The vocational high school programs are adapted to one of four types of employment, depending upon the needs of the region to be served: (1) agriculture, (2) industry-mining, (3) maritime science and fisheries, and (4) administration. Admission requirements are the same as for general secondary education. Students are usually able to transfer from one *bachillerato* program to another with no great difficulty.

The programs, 7 years in length, are in two cycles. The first cycle of 5 years leads to the lower vocational secondary certificate *(bachillerato laboral elemental)* examination. Its program is similar to that of the lower general *bachillerato* program, with the introduction of some practical training along one of the four types of employment mentioned above. After completing the first cycle, the student is expected to be prepared to do semiskilled work and later to become a skilled worker. The second cycle of 2 years ends with the upper vocational secondary certificate *(bachillerato laboral superior)* examination. The program provides training in general education subjects common to all courses and in special vocational subjects related to one of the work programs. A typical

[1] SOURCE: Presidencia del Gobierno Instituto Nacional de Estadistica. *Anuario Estadistico de España Año XXXIX.* Madrid: 1964. p. 699.

vocational high school program is shown in table 3. A student may continue from the *bachillerato laboral superior* program into higher technical schools. Admission to certain university faculties may be obtained by taking an additional 1-year course, after completing the *bachillerato laboral superior* program.

TABLE 3.—General curriculum for vocational secondary school (agriculture), by number of hours per week, subject, and cycle

[..... indicates that source did not show data]

Subjects	Year Age	Lower cycle					Upper cycle	
		I 10	II 11	III 12	IV 13	V 14	VI 15	VII 16
		Hours per week						
Total		**31**	**34½**	**40½**	**40½**	**40½**	**48**	**48**
Mathematics		6	4	4	4	4	1	1
Modern languages		6	6	5	5	4	2	2
Geography and history		3	3	2	2	3	2	1
Natural sciences		3	3	4½	4½	4½	.....	.....
Technical studies (agriculture)		.....	3	9	9	9	6	6
Manual training		6	8½	10	10	10	.....	.....
Religious instruction		3	3	2	2	2	1	1
Physical education		3	3	3	3	3	.....	.....
Political-social instruction		1	1	1	1	1	2	2
Physics and chemistry		.....	.....	.....	.....	.....	6	7
Practical farming		.....	.....	.....	.....	.....	27	27
Business organization and accounting		.....	.....	.....	.....	.....	1	1

SOURCE: Adapted from UNESCO, *World Survey of Education Part III. Secondary Education* Paris: 1961. p. 1021.

Following are enrollment figures for 1962–63 in vocational high schools: [2]

	Enrollment	*Percent*
Total	**30,830**	———
State schools	16,247	52.7
"Labor universities"	682	2.2
Church schools	10,166	32.9
Private schools	2,924	9.5
Syndicate organizations	811	2.7

Vocational training (formación profesional industrial) schools prepare unskilled workers in industrial and agricultural fields, and women for employment in industry. Workshop activity is emphasized and very little general academic education is offered in the

[2] SOURCE: Presidencia del Gobierno Instituto Nacional de Estadística. *Anuario Estadístico de España. Año XXXIX.* Madrid: 1964. p. 339 and 704.

schools. Training in this program is provided at three levels: (1) Preapprenticeship *(preaprendizaje)* of 2 years, which the student may enter at approximately 12 years of age after 6 years of elementary schooling; (2) apprenticeship courses *(aprendizaje)* of 3 years, which qualify the student for employment as an apprentice, and which he enters from the preapprenticeship course or after completing the vocational elementary *bachillerato* program; (3) courses leading to qualification as skilled worker *(maestría)*, which are open to those who complete the apprenticeship course or hold the vocational higher *bachillerato*. Enrollments in these industrial schools and enrollment in preapprentice, apprentice, and skilled-worker courses may be found in table 4.

TABLE 4.—Enrollment in industrial schools, by type of institution and courses: 1961–63

Type of institution	Enrollment	Percent of total	Course		
			Preapprentice	Apprentice	Skilled worker
Total	**84,570**	**100.0**	**22,243**	**56,356**	**5,971**
State or official	28,071	33.2	3,399	21,691	2,981
Church	14,866	17.6	6,411	7,592	863
Private	18,107	21.4	5,461	11,768	878
Labor syndicate	19,268	22.6	6,544	12,226	498
"Labor universities"	4,258	5.2	428	3,079	751

SOURCE: Presidencia del Gobierno, *Instituto Nacional de Estadística. Anuario Estadístico de España, Año XXXIX.* Madrid: 1964. p. 707-9.

"Labor universities" *(universidades laborales)* provide secondary education which includes vocational training and general education. Admission is limited to worker's children who win scholarships. There are no paying students, and most are residents. The schools are under the administration of the Ministry of Labor, and their financial support comes from contributions of the Labor Mutual Benefit Societies *(Mutualisimo Laboral)*. The Ministry of National Education cooperates in matters dealing with education policies. Courses offered are similar to those given at the vocational high schools or vocational training schools. In 1962–63 about 5,000 students were enrolled in 5 "labor universities."

Technical secondary schools *(escuelas técnicas de grado medio)* provide training for technicians in such fields as agriculture, industry, forestry, public works, and telecommunication, at a level below professional engineers. The programs include a 1-year selective

course *(curso selectivo)*, which all students take, and 3 years of specialized training in one of the technical fields. Students usually enter the selective course after completing either the higher general *bachillerato*, the commercial school *(escuela de comercio)*, the course for skilled workers *(maestría)*, or the elementary teacher-training *(escuela de magistero)* program. Students who complete the elementary vocational *bachillerato* or the apprenticeship course *(aprendizaje)* may be admitted after a 1-year preparatory course *(curso preparatorio)*. Upon completion of the 3 years of specialized work, a diploma *(título de perito o aparejador)* is awarded in the student's special field. Completion of the technical secondary program may also lead to admission to the higher technical schools. Table 5 shows the number of technical secondary schools, number of teaching personnel, enrollment of boys, and total enrollment for 1962–63.

TABLE 5.—Selected data on technical secondary schools: 1962–63

Type of training	*Number of schools*	*Teaching personnel*	*Enrollment*	
			Total	*Boys*
Totals	**51**	**2,501**	**47,279**	**46,487**
Aeronautical	1	74	631	631
Agriculture	6	244	3,469	3,180
Construction	4	257	5,579	5,525
Forestry	1	47	654	641
Industrial	24	1,518	32,001	31,587
Mines	10	152	1,905	1,902
Naval	1	25	254	254
Public works	1	77	1,535	1,532
Telecommunication	1	46	830	817
Textiles	1	24	145	142
Topographical	1	37	276	276

SOURCE: Presidencia del Gobierno, Instituto Nacional De Estadística. *Anuario Estadístico de España—Año XXXIX 1964*. Madrid: 1964, p. 338-9, 702-3.

Other Types of Secondary Education

In addition to elementary teacher-training (see p. 24), institutions of secondary education provide programs in fields of commerce, art, and health.

For admission to commercial training schools *(escuelas de comercio)*, the student must be 14 years of age and must have completed at least 8 years of schooling. Usually the elementary *bachillerato* is required but the student is admitted to some courses

after 8 years of elementary school with the elementary school certificate. The commercial courses usually last 3 years and offer training for positions as office assistant, bank assistant, merchant office assistant-interpreter, and commercial technician *(perito mercantil)*. At the completion of this course a certificate as commercial technician is awarded *(título de perito mercantil)*. Three years of further study may qualify the student for the certificate as teacher of commercial education *(título de profesor de enseñanza comercial)*, and lead to admission to some programs at the higher technical schools. Enrollment for 1962–63 in the commercial schools follows: [3]

Levels	*Total*	*Boys*
Technicians	13,944	11,390
Teacher of commerce	6,987	6,397
Total	**20,931**	**17,787**

Schools of fine arts *(escuelas de bellas artes)* include conservatories of music, schools of dramatic art, and schools teaching drawing, painting, sculpture, and engraving. The usual admission requirement is completion of the general lower *bachillerato* program. The courses are offered at the elementary, professional, or advanced levels, lasting up to 5 years depending upon the student's talent and previous training. Upon completion of the 5-year program, the student may receive a diploma of fine arts *(diplomado en bellas artes)*, or certificate as art teacher *(título de profesor de dibujo)*. Schools of art and artistic employment *(escuelas de artes y oficios artísticos)* are concerned with training for employment in technical art lines. A 5-year program is based on completion of the full elementary school program and the elementary school certificate. During 1962–63, there were approximately 35,500 students attending 79 schools of art of various types, with teaching personnel of about 1,350.

Schools for technical health assistants *(escuelas ayudantes técnicos sanitarios)* provide training for workers in public health. Completion of the program leads to the diploma of technical health assistant *(título ayudante técnico sanitario)*. Schools of physical education *(escuelas de educación fisica)* offer a certificate as teacher of physical education *(título profesor de educación fisica)*. These programs are each 3 years in length and students are admitted by examination after completion of the general elementary *bachillerato* program.

[3] SOURCE: Presidencia del Gobierno Instituto Nacional de Estadística. *Anuario Estadístico de España. Año XXXIX.* Madrid: 1964. p. 339 and 705.

Higher Education

HIGHER EDUCATION IN SPAIN includes the universities, higher technical schools, and some special schools. Training in fields such as music, fine arts, social work, journalism, and cinematography is offered in institutions of specialization not connected with the universities. University studies may be pursued at official (State) or private institutions. Students in private schools may take official examinations given by the university examinations board for the appropriate degree. There are 12 State universities under jurisdiction of the Ministry of National Education, the oldest of which is the University of Salamanca, established in the 13th century. Each State university is the center of a university district, through which education is administered at the national level. The university faculties are science; political, economic, and commercial science; law; pharmacy; philosophy and letters; veterinary medicine; and medicine. (See table 6.) Only the University of Madrid has all seven faculties. Attached to each university is a special school, *escuela de estudios sociales,* for study in economics, politics, social legislation, and labor problems.

The general requirement for admission to a university faculty is passing an entrance examination after completion of the regular secondary school program, including the preuniversity course. A student who has completed the 3-year program for elementary teachers may be admitted to the pedagogy section of the Faculty of Philosophy and Letters. Completion of a commercial school program may lead to admission to the Faculty of Political, Economic, and Commercial Science.

The first degree offered at Spanish universities is the *licenciatura.* In the Faculties of Medicine and Pharmacy, 6 years is required; usually the other faculties require 5 years. Studies for the doctorate *(doctorado)* consist of course work and independent study of 1 to 3 years beyond the *licenciatura.*

Only State universities can grant professional or university degrees. In the Faculty of Philosophy and Letters, the first 2 years consist of a common course *(curso estudios communes)* for all students. During the last 3 years students specialize in courses related to their particular fields. Work in other faculties consists

entirely of specialized subjects. The university year is usually from October to June and is in two semesters.

TABLE 6.—Enrollment in national universities of Spain, by institution and faculties: 1962–63

Institution and faculties	Enrollment
Total, all institutions	**68,475**
University of Barcelona	**9,688**
Science	1,915
Political, economic, and commercial science	1,613
Law	1,464
Pharmacy	1,121
Philosophy and letters	1,775
Medicine	1,800
University of Granada	**4,606**
Science	484
Law	892
Philosophy and letters	530
Medicine	1,320
Pharmacy	1,080
University of La Laguna	**952**
Science	355
Law	390
Philosophy and letters	207
University of Madrid	**26,701**
Science	6,087
Political, economic, and commercial science	5,433
Law	4,198
Pharmacy	2,057
Philosophy and letters	4,093
Medicine	4,652
Veterinary	181
University of Murcia	**1,148**
Science	396
Law	426
Philosophy and letters	326
University of Oviedo	**2,440**
Science	796
Law	1,043
Philosophy and letters	475
Veterinary	126
University of Salamanca	**3,590**
Science	515
Law	825
Philosophy and letters	499
Medicine	1,753
University of Santiago	**3,696**
Science	771
Law	621
Pharmacy	723
Philosophy and letters	549
Medicine	1,032
University of Seville	**3,243**
Science	769
Law	578
Philosophy and letters	387
Medicine	1,403
Veterinary	106
University of Valencia	**3,281**
Science	833
Law	895
Philosophy and letters	598
Medicine	955
University of Valladolid	**4,744**
Science	592
Political, economic, and commercial science	1,154
Law	1,050
Philosophy and letters	404
Medicine	1,544
University of Zaragoza	**4,386**
Science	1,001
Law	771
Philosophy and letters	622
Medicine	1,879
Veterinary	113

SOURCE: Presidencia del Gobierno, Instituto Nacional de Estadística. *Anuario Estadístico de España, Año XXXIX.* Madrid: 1964. p. 713-714.

The SEU *(Sindicato Español Universitario)* is a branch of the *Falange* (the single political party frequently referred to as the "National Movement") and is the only student union authorized to operate in Spain. Membership in the organization is obligatory for all university students and students at elementary teacher-training schools, commercial schools, and technical schools. Fees are usually paid at the student's school along with his registration fees. Students elect their syndicate representatives, who make up the student council of the institution which represents the students in matters related to academic, professional, and syndicate affairs.

In addition, the SEU provides programs of sports, culture, and travel for students, and supplies scholarships and other economic assistance to deserving and needy students. It has also assisted in the country's fight on illiteracy. Frequently, students devote part of their vacations to teaching illiterate persons reading, writing, and elementary arithmetic.

All universities have student residences known as *colegios mayores*. In addition to living accommodations, they offer the students various types of cultural experiences in the fields of music, literature, theatre, athletics, and social activities.

The State higher technical institutions *(escuelas técnicas superiores)* offer 5- or 6-year programs leading to professional titles of engineer in the respective fields. (See table 7.) A doctorate degree requires at least 1 year of further study. Normal entrance requirements are completion of secondary school, including the preuniversity course. The first 2 years usually include a 1-year selective course *(curso selectivo)* of science subjects, and a 1-year introduction course *(curso iniciación)* consisting of mathematics, physics, drawing, and other subjects related to the branch of engineering to be studied. The student then enters the professional specialized studies which usually cover 5 years. Students with the *perito* from the secondary technical schools *(escuelas técnicas medias)* may be able to enter professional studies at the higher technical schools by taking a special preparatory course *(curso de acceso)*.

The following institutions are specialized schools under State control:

School of Journalism *(Escuela Oficial de Periodismo)*, Madrid.

Institution for Cinematographic Research and Experimentation *(Instituto de Experimentaciones Cinematográficas)*, Madrid.

School of Business Administration *(Escuela de Administración de Empresas)*, Barcelona.

School of Industrial Organization *(Escuela de Organización Industrial)*, Madrid.

Institute of Political Studies *(Instituto de Estudios Políticos)*, Madrid.

Institute of Fiscal Studies *(Instituto de Estudios Fiscales)*, Madrid.

The following specialized schools train students in fine arts, music, and drama:

Higher Schools of Fine Arts *(Escuelas Superiores de Bellas Artes)*, Barcelona, Madrid, Seville, Santa Cruz, and Valencia.

Conservatories of Music *(Conservatorios Superiores de Música)*, Barcelona, Madrid, and San Sebastian.

Higher School of Dramatic Art *(Real Escuela Superior de Arte Dramático)*, Madrid.

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Courses offered in the specialized schools are for students in fine arts, music, and drama, at various levels, depending on the student's ability in his particular field. Students may be admitted from elementary school or from the lower *bachillerato* programs (junior high school), and continue to more advanced courses, some of which may be on the higher education level.

Nonofficial Institutions of Higher Learning

In addition to the National universities and higher schools, some private institutions offer various types of education at the higher level. Their degrees usually must be validated by a State university before they are recognized by the Spanish Government.

TABLE 7.—Enrollment and location of principal higher technical schools: 1962–63

Institutions and location		Enrollment
Total		**18,231**
Architecture (Escuela Técnica Superior de Arquitectura)		**1,903**
Barcelona	683	
Madrid	1,117	
Seville	103	
Aeronautical Engineering (ETS de Ingenieros Aeronáuticos) Madrid		**649**
Agricultural Engineering (ETS de Ingenieros Agrónomous)		**1,488**
Madrid	1,271	
Valencia	217	
Civil Engineering (Roads, Canals, and Ports) (ETS de Ingenieros Caminos Canales, y Puertos) Attached to Ministry of Public Works, Madrid		**1,980**
Industrial Engineering (ETS de Ingenieros Industriales)		**8,832**
Barcelona	2,642	
Bilbao	3,019	
Madrid	3,171	
Textile Engineering (ETS de Ingenieros Industriales—Sección Textile) Barcelona—Tarrasa		**516**
Mining Engineering (ETS de Ingenieros de Minas)		**1,078**
Madrid	878	
Oviedo	200	
Naval Engineering (ETS de Ingenieros Navales), Madrid		**477**
Forestry (ETS de Ingenieros Montes), Madrid		**466**
Telecommunications (ETS de Ingenieros de Telecomunicación), Madrid		**842**

SOURCE: Presidencia del Gobierno Instituto Nacional de Estadística *Anuario Estadístico de España. Año XXXIX.* Madrid: 1964. p. 343 and 717.

The Pontifical University of Comillas, Santander, and *The Pontifical University of Salamanca,* Salamanca, provide training for Spanish and Latin-American clergy, offering degrees in theology, philosophy, and in Canon Law. Admission requires completion of preuniversity studies appropriate to the various faculties.

The University of Navarre in Pamplona was founded in 1952 as the *Estudio Generale de Navarra* by the Opus Dei, a lay religious organization. It became the Catholic University of Navarre in 1960, and has faculties of law, philosophy and letters, medicine, Canon Law, engineering, science; institutes of journalism, printing, technology, liberal arts; and a school of nursing. The University offers the degree of *licenciado* in philosophy and letters and in law after 6 years of study; in engineering after 7 years; and in Canon Law after 2 years. The University also offers a diploma in journalism, and a doctorate in philosophy and letters, law, medicine, or Canon Law on the basis of a thesis. Since 1962, the Spanish Government has recognized the degrees in nonreligious subjects awarded by the Catholic University of Navarre, which has a student enrollment of about 900.

The Catholic Institute of Arts and Industries *(Instituto Católico de Artes y Industrias*—ICAI), Madrid, offers programs in electrical and mechanical engineering, economics and management, and law. The professional title of *Ingeniero Electromecánico* requires 6 years and the *licenciado* in law and in management, 5 years. The student enrollment is approximately 400.

The University of Duesto, Bilbao, established in 1886, is under the direction of the Jesuits, and has faculties of law and economics. It gives the degree of *licenciado* in law after 5 years of study and in economics after 6 years, and diplomas in various fields. It has an enrollment of approximately 500 students.

The Barcelona School of Business Administration *(Escuela Superior de Administración y Dirección de Empresa)* offers a 5-year program leading to the *licenciado* in business administration, and shorter programs for diplomas in organization techniques and business techniques. Its enrollment is approximately 125.

The School of Business Management *(Escuela Superior de Técnicos de Empresa—ESTE)*, San Sebastian, has departments of Business Administration and Law. It offers 6-year courses in business administration, productivity studies, accounting, economics, business law, operational research, and modern languages. Its student enrollment is about 475.

The Catholic Institute of Business Administration *(Instituto*

Católico de Empresa), Madrid, has departments of law and business administration.

The School of Contemporary Hispanic Studies *(Escuela de Estudios Hispánicas Contemporáneos)*, Madrid, offers courses in literature, art, economics, medicine, politics, philosophy, with special relation to Spain and Spanish-speaking countries.

The Chemical Institute of Sarria *(Instituto Químico de Sarría)*, Barcelona, provides training in chemical engineering and instrumental methods of analysis. The professional title of chemist is awarded after 5 years of study, and of chemical engineer after 6 years. Enrollment is about 300 students.

Teacher Education

A CANDIDATE FOR ADMISSION to an official elementary teacher-training school (*escuela de magisterio*) must be at least 14 years of age, of Spanish nationality, and must pass an entrance examination. The full program of 3 years is on the secondary level. The curriculum includes subjects in both academic and professional fields. Usually, admission follows completion of the elementary *bachillerato* program. After completing the 3-year course, the student takes an examination and, if successful, is granted an elementary teacher's diploma. Each province formerly had one official teacher-training school for boys and one for girls, or at least one school with separate classrooms and organizations for boys and girls. For more efficient use of the facilities at the training schools, a decree of April 1963 provided that in 22 of the capital cities of the 50 provinces the separate schools for boys and girls and their teaching and management staffs be merged into a single institution.

In addition to the official teacher-training schools under the Ministry of National Education, a number are supported by Church and private agencies. Training at these schools qualifies teachers for elementary schools of the agency concerned, but to teach in official schools they must have a reexamination. Graduates of the teacher-training course may be admitted to the pedagogy section of an official university faculty of letters and philosophy.

Holders of the elementary teacher diploma (*título de maestro de enseñanza primaria*) may serve as temporary teachers. Appointments to permanent positions are made on the basis of competitive examinations held annually in each province open to those holding the elementary teacher's diploma, who are Spanish citizens over 19 years of age, and who meet other conditions, principally regarding health. Usually the number of successful candidates is limited to the number of existing vacancies. Private school teachers are appointed by the school authorities concerned, but they must hold an elementary school teacher's diploma.

Table 8 shows the number of teachers and students enrolled in elementary, secondary, and higher education in 1962–63.

TABLE 8.—Number of teachers and students enrolled in elementary, secondary, and higher education: 1962–63

[..... indicates that source did not show data]

Type of school	Teaching personnel	Student enrollment
Elementary schools, total	.....	**3,452,670**
Secondary education, total	**46,357**	**904,854**
General secondary high schools	23,652	622,872
Vocational high schools (*bachillerato laboral*)	3,641	30,830
Industrial training schools (*formación profesional industrial*)	8,504	92,399
Technical secondary education (*escuelas técnicas de grado media*)	2,501	47,279
Nautical schools	62	4,121
Schools of commerce	3,641	20,931
Schools for health technicians	242	4,577
Fishery schools	91	504
Teacher-training schools	2,792	45,898
Art schools	1,231	35,443
Higher education, total	.....	**97,670**
Universities (State)	2,900	68,476
Higher technical (State)	1,699	18,231
University (non-State) (University of Navarre)	.....	901
Higher technical schools (non-State)	96	744
Fine arts schools	292	9,318

SOURCE: Presidencia del Gobierno Instituto National de Estadistica *Anuario Estadistico de España, Año XXXIX.* Madrid: 1964. p. 335-45, 696-718.

Teachers for secondary schools in Spain must hold a university *licenciate degree* from a faculty of science or philosophy and letters. A degree in science is required for teaching mathematics, natural science, physics, or chemistry in secondary schools, and for teaching languages or philosophy, the degree of the faculty of philosophy and letters. No professional education courses are needed.

Teachers of art in secondary schools must hold a diploma as teacher of art and architecture from a higher school of fine arts and architecture. Vocational secondary school teachers must have degrees from the appropriate faculty of a university. Teachers of technical subjects must have a corresponding degree, or be graduates of higher technical schools or similar programs.

In the elementary teacher-training schools, teachers of professional subjects must have a *licenciate* degree from the pedagogy section of a university faculty of philosophy and letters, as well as teaching experience. Teachers of academic subjects must have the appropriate degree in arts or science and must have completed courses in education and teaching methods in the pedagogy section.

The training for professional subject teachers covers philosophy of education, general and social education theories, history of education, experimental education, history of Spanish educational institutions, school hygiene, general methods and special teaching methods. Courses in general and experimental psychology, child and adolescent psychology, psychology of educational process, and vocational guidance are also offered. The School of Psychology and Psychological Techniques of the University of Madrid trains specialists in psychological research, and is attended by teachers and future teachers of teacher-training schools.

The following shows the number of teacher-training schools, their teaching personnel, and the number of students enrolled in State and in private or independent schools during 1962–1963: [1]

	State schools	*Private or independent*	*Totals*
Number of schools	107	71	178
Teaching personnel	1,477	1,315	2,792
Enrollment	39,052	6,846	45,898

[1] SOURCE: Presidencia del Gobierno, Instituto Nacional de Estadistica. *Anuario Estiadistico de España, Año* XXXIX 1964. Madrid: 1964. p. 341, 710.

Adult Education Program

THE ELIMINATION OF ILLITERACY has been a major concern of the Spanish Government during the 20th century, and since 1955 vigorous efforts to combat the problem have been made with the cooperation of various influential organizations. In 1936 the percentage of illiterate persons (those over 10 years of age unable to read or write) was 23.2. The figure was reduced to 9.2 by 1963, and is expected to be lowered to 8.5 percent by late 1965 as the older illiterates are deceased and elementary education is available to larger numbers of children.

The government decree of August 10, 1963, inaugurated the National Campaign for the Abolition of Illiteracy. Responsibility for the preparation and development of the campaign was placed with the Ministry of National Education, to be assisted by a committee of representatives of other ministries, the Church, and by provincial and local governments. Under the program, 500 specially trained elementary teachers are assigned to teach illiterate persons over 14 years of age and under 60 (50 for women). The courses throughout the country last 75 days and consist of 2-hour classes held after working hours. Each teacher spends 4 hours a day teaching two separate classes. The goal is that at the end of 4 years approximately 500,000 persons who have taken the course should be able to read and write; and that by 1970, for all practical purposes, illiteracy will have been eliminated.

A document called the Cultural Promotion Card is issued to indicate compliance with the Government's literacy program, and must be held by every Spaniard unless he has an elementary education certificate or other higher academic achievement. The campaign provides financial help by supplying free materials for those attending literacy courses, and in certain cases compensation for loss of wages. Those who learn to read are encouraged to continue their basic education to the level of the elementary school certificate, since possession of the certificate is necessary for those born after 1946 to vote in any election: and for those applying for voluntary military service, signing labor contracts, applying for employment with central and local governments, and entering government schools after 12 years of age.

The Commission for Cultural Extension was established to carry out a program of popular education in rural districts. Its circulating library with over 300,000 volumes furnishes books in areas where library facilities do not exist. The film library provides films and sets of slides for both adult education and classroom use. During 1963–64 the Commission furnished over 27,000 films and 20,000 sets of slides to 3,700 educational establishments. In collaboration with the Central Board of Secondary Education, the Commission sponsors a radio *bachillerato* course on more than 120 stations, covering all Spain. Over 50,000 students, many of them adult workers, followed the programs through more than 2,500 collective listening centers in addition to individual listening units. The programs consisted of daily 1-hour programs for the first year *bachillerato* in mathematics, Spanish language, geography, religious knowledge, music, physical training, nature study, and drawing.

The Spanish Economic and Social Development Plan, inaugurated in 1964, features a continuing campaign against illiteracy, particularly in rural areas, by use of modern audiovisual aids. The plan also calls for supplementing the present school building program by construction of 15,000 classrooms for elementary education, the improvement of teacher education, and enforcement of school attendance up to age 14. Secondary education is to be improved to meet the needs of modern Spain.

Programs for American Students in Spain

AMERICANS AND OTHER FOREIGNERS may enroll in various programs of study in Spain, depending upon the objectives of their study. In the first two types of programs described below, the student must meet the entrance requirements of the Spanish university authorities. Programs are also set up particularly for foreign students in Spain.

1. *As a regular student for a Spanish university degree,* the American student will follow the same curriculum as the Spanish student. His previous training must be revalidated (approved) by the Spanish Embassy or a Consulate in the United States, to which he must submit these documents: legal transcript of his previous schooling, birth certificate, statement of source and amount of income while in Spain, and two applications, one for approval of his former studies and one for admission to the Spanish university. Final admission is granted when the student registers at the university during the month of September. If the student has completed some work at an American college or university, he may have his work validated for corresponding Spanish study. The determination of advanced standing is made by the Ministry of National Education when the student submits his application for admission.

2. *To audit or take only certain specific subjects* for which a certificate of proficiency may be earned, students need not apply through the Embassy or submit proof of previous study, but may make arrangements with the professors concerned during the registration period in September.

3. *Special courses in Spain for foreign students include:*

   (a) Programs sponsored by United States institutions for their own students, and which students from other institutions may join. Students with the approval of their home school may attend a Spanish institution as a group for a designated period of time, and then return to their institution to work toward an American degree. Information about these programs may be found in *Handbook on International Study:* For U.S. Nationals, published by the Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017.

(b) Courses especially for foreigners (*cursos para extranjeros)* offered by Spanish universities or educational institutions. These are year-long or short summer programs providing study of Spanish language, literature, art, culture, history, and geography. There are no specific admission requirements, but the student should know some Spanish before enrolling. The program is divided into beginning, intermediate, and advanced sections. A diploma in Hispanic studies is awarded at completion of the course. Information about the programs may be obtained by writing to the Spanish Embassy, Office of Cultural Affairs, Washington, D.C.

Scholarships

U.S. Government awards under the Fulbright-Hays Act are available for study and research in Spain, principally at the graduate level. Information may be obtained from the Information and Counseling Division of the Institute of International Education, or from the student's campus Fulbright advisor.

The Spanish Government has a limited number of scholarships for American students, usually for prospective teachers of Spanish. Forms and information may be obtained from the Spanish Embassy, Office of Cultural Affairs, Washington, D.C.

Sources of Information

Details about course offerings for American students in Spain, fees, degrees, and such matters must be obtained direct from the Spanish university of interest to the student.

For general information, write to:

Spanish Embassy, Office of Cultural Relations, 1477 Girard Street, Washington, D.C. 20009.

Institute of International Education, Information and Counseling Division, 809 United Nations Plaza, New York, N.Y., 10017.

The following organizations have information about Spanish universities, registration, and accommodations:

Departamento de Asistencia Universitaria, Sección Estados Unidos, Instituto de Cultura Hispánica, Madrid, Spain.

Sindicato Español Universitario, Glorieta de Quevedo 8, Madrid, Spain.

Information about travel and living arrangements is available from:

Spanish National Tourist Office, 589 Madison Avenue, New York, N.Y.

Glossary of Spanish Terms Used in Text

Aprendizaje—Apprenticeship.
Ayudante técnico sanitario (título)—Certificate as health technician.
Bachillerato general elemental—Lower secondary school certificate—first 4 years of general secondary school.
Bachillerato general superior—Upper secondary school certificate—2 years of secondary school following lower *bachillerato.*
Bachillerato laboral elemental—Lower certificate for first 5 years of the technical high school program.
Bachillerato laboral superior—Upper certificate for last 2 years of the technical high school.

Celadores—Monitors.
Certificado de estudios primarios generales—Elementary school certificate.
Colegio—Private or church-operated secondary school.
Colegios mayores—Student residences.
Comisaría de Protección Escolar—Commissioner for School Welfare.
Comisaría Extensión Cultural—Commissioner for Cultural Extension.
Conservatorios Superiores de Música—Higher Conservatories of Music.
Curso de iniciación—Preschool education.
Curso estudios communes—Common studies course.
Curso preparatorio o de acceso—1-year preparatory course taken before admission to the secondary technical program.
Curso preuniversitario—1-year course of secondary schooling taken by students planning to enter a university.
Curso selectivo—A preliminary or selective course taken before beginning specialized technical studies.

Diploma en bellas artes—Diploma of fine arts.
Dirección General de—Directorate General of—
Enseñanza Universitaria—University Education.
Enseñanza Media—Secondary Education.
Enseñanza Tecnica—Technical Education.
Enseñanza Laboral—Vocational Education.
Enseñanza Primaria—Elementary Education.
Belles Artes—Fine Arts.
Archivos y Bibliotecas—Archives and Libraries.
Doctorado—Doctorate degree.

Enseñanza media—Secondary education.
Enseñanza primaria—Elementary education.
Enseñanza superior—Higher education.
Escuela de Organización Industrial—School of; Industrial Organization.
Escuela de Periodismo—School of Journalism.
Escuela Superior de Administración y Dirección de Empresas—Higher School of Business Administration.

Escuela Superiod de Técnicas de Empresas—Higher School of Business Management.
Escuelas de aprendizaje—Vocational training schools for industrial arts.
Escuelas de artes y oficios artisticos—School of arts and artistic employment.
Escuelas de bellas artes—Schools of fine arts.
Escuelas de comercio—Vocational secondary schools of commerce.
Escuelas de educación fisica—Schools of physical education.
Escuelas de estudios social—Schools of social studies.
Escuelas de la iglesia—Church schools.
Escuelas de magisterio—Training schools for teachers of elementary schools.
Escuelas de maestría—Vocational training schools preparing skilled workers.
Escuelas de párvulos—Infant schools for children 4 to 6 years.
Escuelas de patronato—Foundations schools maintained by private organizations.
Escuelas de peritos agrícolas—Vocational training schools in agriculture.
Escuelas de peritos industriales—Vocational training schools for industrial workers.
Escuelas de preaprendizaje—Prevocational schools offering general training for the development of vocational aptitudes.
Escuelas maternales y escuelas de párvulos—Preprimary schools.
Escuelas mixtas—Schools admitting both sexes.
Escuelas nacionales—State or public schools.
Escuelas primarias—Elementary schools.
Escuelas técnicas media—Technical schools at secondary level.
Examen de ingreso—Entrance examination.
Falange—"National Movement."
Formación profesional industrial—Industrial vocational training.

Grupo escolar—School group with several parallel classes to suit progress and ability of individual students.

Iniciación profesional—Prevocational training.
Instituto Católico de Artes y Industrías—Catholic Institute of Arts and Industries.
Instituto Católico de Empresas—Catholic Institute of Business Administration.
Instituto de Estudios Fiscales—Institute of Fiscal Studies.
Instituto de Estudios Políticos—Institute of Political Studies.
Instituto de Experimentaciones Cinematograficas—Institute for Cinematographic research and Experimentation.
Instituto de Químico de Sarría—Chemical Institute of Sarria.
Institutos de enseñanza media—General secondary schools controlled by the State.
Institutos laborales—State vocational secondary schools with program leading to *bachillerato laboral.*

Licenciatura—University licentiate degree.

Período de enseñanza elemental—Second or basic stage of elementary education.
Período de iniciación—Preprimary stage of elementary education.
Período de perfeccionamiento—Complementary course.
Perito mercantil—Commercial technician.
Perito aparejado—Qualified technician or technical foreman.

Profesor de dibujo—Qualified drawing teacher.
Profesor mercantil—Qualified teacher of commercial subjects.
Profesor de educación física—Qualified teacher of physical education.
Real Escuela Superior de Arte Dramático—Higher School of Dramatic Art.
Secretaría General Técnica—General Technical Secretariat.
Título ayudante técnico sanitario—Diploma of technical health assistant.
Título de licenciado—Licentiate degree.
Título de maestro de ensenañza primaria—Elementary teacher diploma.
Título de perito o aparejador—Diploma of specialization.
Título de profesor de dibujo—Certificate as art teacher.
Título de profesor de educación física—Certificate as teacher of physical education.

Universidades laborales—Vocational schools on secondary school level, under Ministry of Labor.

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